

Do you know...?

1 a 1.01 Do you know the alphabet? Listen and repeat.

a b c d e f g h i
j k l m n o p q r
s t u v w x y z

b Listen to the alphabet again. Write the letters in the correct place.

sounds	letters
/eɪ/	a h <u>j</u> _____
/i:/	b c d _____
/e/	f l m _____
/aɪ/	i _____
/əʊ/	o _____
/u:/	q _____
/ɑ:/	r _____

c 1.02 Listen and check your answers.

d Write six consonants and three vowels. Read them to your partner. Write your partner's list.

Consonants: _____
Vowels: _____

2 a 1.03 Do you know numbers? Match the numbers with the words. Then listen, check and repeat.

0 1 2 3 4 5 6 7 8 9 10

eight five nine oh/zero one
seven four ten three two
six

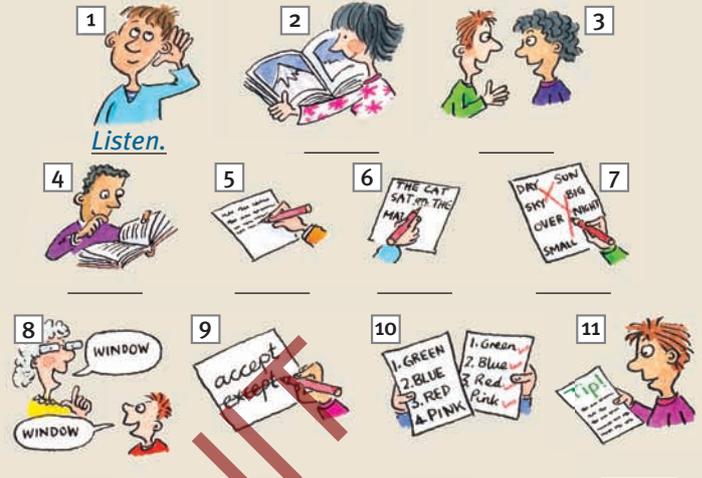
b 1.04 Complete the list with numbers from the box. Then listen, check and repeat.

eighty fifty fourteen nineteen ninety
seventeen seventy sixteen thirty
twenty-two

11 eleven	21 twenty-one
12 twelve	22 _____
13 thirteen	30 _____
14 <u>fourteen</u>	40 forty
15 fifteen	50 _____
16 _____	60 sixty
17 _____	70 _____
18 eighteen	80 _____
19 _____	90 _____
20 twenty	100 a hundred

3 a Do you know classroom instructions? Match the instructions with the pictures.

Ask and answer. Check your answers. Complete. Correct. Listen. Look at page ... Match. Read. Read the tip. Repeat. Write.



b 1.05 Listen and check your answers.

4 a 1.06 Do you know classroom questions? Complete the questions. Then listen and check.

How to... ask questions in class

How do you say coche in English?
How do you (1) _____ that?
What does grandmother (2) _____?
I don't understand. Can you (3) _____ that?

b Practise with a partner. Ask and answer questions about the photos.

A: *How do you say kahve in English?*

B: *Coffee.*

A: *How do you spell that?*



Your life

1



A



B



C

Lead-in

1 a 1.07 Choose the correct words in *italics*. Then listen and check.

1 Woman: (*Hi*) Goodbye, I'm Silvia. What's *the/your* name?

Man: Hi, Silvia. *My name's/Name's* Pedro.

2 Man: *What's/Who's* your name, please?

Woman: *Is/It's* Caroline Stacey.

Man: *Who/How* do you spell that?

Woman: It's C-A-R-O-L-I-N-E S-T-A-C-E-Y.

3 Man: Hello. *My name/My name's* John Logan.

Woman: Hello. *I'm/I called* Maria Burton. Nice to meet *you/it*.

b Match the three dialogues with photos A-C.

c Practise the dialogues with your classmates.

2 a 1.08 Listen and repeat this phone number.

020 651 3472

b 1.09 Now listen and write the phone numbers.

01452 946 713

c Practise with your classmates. Find out their names and phone numbers.

1.1 People and places

Grammar *to be*: positive

Can do say where people and things are from

Vocabulary | countries and nationalities

1 Find the countries on the map.

- United States of America Argentina
 Australia Brazil China Czech Republic
 England France Germany Greece
 Italy Iran Japan Poland
 Russia Spain Turkey

2 a Look at the photos and the box. Ask and answer questions.

Daniel Craig Donatella Versace an iPod Jet Li
 Marat Safin and Dinara Safina a Mercedes car
 Michelle, Malia and Sasha Obama
 Nicole Kidman a Panasonic Blu-ray Disc player
 Penelope Cruz Ronaldo

1 A: *Who is he?* B: *He's Ronaldo.*



2 A: *Who is she?* B: *She's ...*



3 A: *What is it?* B: *It's ...*



4 A: *Who are they?* B: *They're ...*



b Match the photos with the countries in exercise 1.
Ronaldo – Brazil



3 a Complete the table.

Country	Nationality	Ending
Australia	1 <u>Australian</u>	(i)an
Argentina	2 _____	
United States of America	American	
Brazil	3 _____	
Italy	4 _____	
5 _____	German	
Iran	6 _____	
Russia	Russian	
7 _____	Spanish	ish
Poland	8 _____	
England	9 _____	
Turkey	Turkish	
China	10 _____	ese
Japan	Japanese	
11 _____	French	
Czech Republic	Czech	
12 _____	Greek	

b 1.10 Listen and check your answers.

Pronunciation | word stress

4 1.11 Listen and repeat the countries and nationality words.



b 1.12 Complete the sentences. Then listen and check your answers.

I'm Brazilian. I'm from São Paulo.

- 1 Jennifer Lopez _____ American. _____'s from New York.
- 2 We' _____ Polish. _____'re from Warsaw.
- 3 A: Excuse me, where are you from?
B: I' _____ from Colombia.
- 4 A: What is _____ ?
B: I think it' _____ a Japanese car.
- 5 A: Who are _____ ?
B: They' _____ students in my class.
They' _____ from Brazil.

7 Talk about the people and objects in the photos on page 10.

A: *Ronaldo?*

B: *He's from Brazil. He's Brazilian.*

A: *iPods?*

B: *They're from the United States. They're American.*

8 Where are the things from? Work in pairs.

A: *I think A is from China.*

B: *No, I think it's from Italy.*

5 Look at the Lifelong learning box. Read the tip and complete the exercise.

Recording stress

! Underline the syllable with the stress.

Australian

Listen to the countries and nationality words again. Underline the stress.

Australia Australian

Lifelong learning

see Pronunciation bank page 80

Grammar | *to be*: positive

6 a Complete the Active grammar box with *is* or *are*.

Active grammar

- | | |
|-------------------|----------------------|
| I am (I'm) | We are (we're) |
| You are (you're) | You are (you're) |
| He _____ (he's) | They _____ (they're) |
| She _____ (she's) | |
| It _____ (it's) | |

see Reference page 17



1.2 Family ties

Grammar possessive 's; possessive adjectives; *to be*: questions

Can do exchange information about your family



Listening

1 Look at the photo above. What is the occasion? Who are the people?

2 a 1.23 Listen to Amber and choose the correct words in *italics*.

- 1 Amber talks about her *job* (*family*).
- 2 Rafael is Amber's *husband*/*brother*.
- 3 Rafael's family is from *England*/*Brazil*.

b Listen again and complete the family tree with names from the box.

Connor Eileen Nathalia Nilza Steve



3 What are their relationships?
Nilza and Nathalia *mother and daughter*

- 1 Connor and Amber
- 2 Steve and Connor
- 3 Rafael and Amber
- 4 Steve and Amber
- 5 Nathalia and Alessandra

Grammar | possessive 's

4 a Which sentence is correct?

- 1 Nilza is Rafael mother.
- 2 Nilza is Rafael's mother.

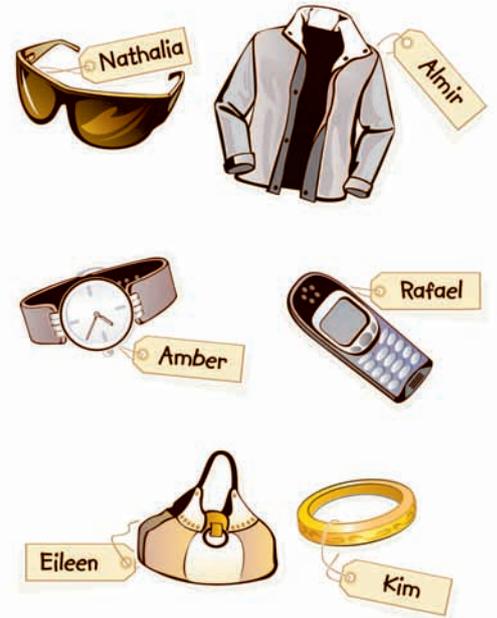
b Make eight sentences about Amber and Rafael's family. Use 's.

brother daughter father
husband mother sister
son wife

Amber is Rafael's wife.

see Reference page 17

5 Who do the objects belong to?
Look at the pictures and complete the gaps.



- 1 *Amber's* watch
- 2 _____ phone
- 3 _____ jacket
- 4 _____ wedding ring
- 5 _____ sunglasses
- 6 _____ handbag

Vocabulary | families

6 a Match the family words with the meanings.

- | | |
|----------------------------------|---------------|
| 1 mother and father | a uncle |
| 2 sons and daughters | b grandmother |
| 3 mother's or father's brother | c nephew |
| 4 mother's or father's sister | d parents |
| 5 mother's or father's mother | e aunt |
| 6 mother's or father's father | f niece |
| 7 brother's or sister's son | g children |
| 8 brother's or sister's daughter | h grandfather |

b Find the meanings of these words in a dictionary.

best friend cousins father-in-law
girlfriend grandparents stepbrother

7 Make three sentences about your family.

Kate is my best friend.

My brother's girlfriend is called Sophia.

Grammar | possessive adjectives

8 a 1.14 Heather is from Canada. Listen and find the mistakes. Circle the words that are wrong.

“This is a picture of my family from Canada. This is my mom and this is my dad and this is my sister, Ben. His wife is Sheri and these are their two sons, Julia and Erica. This is my aunt, Margaret and my grandpa, Jack. They live in southern Ontario. This is my daughter, Emily. Her husband's name is Tom and their son's name is James. This is my brother, Jay. His grandmother's name is Shelley. And this is their dog. His name is Shadow.”

b Complete the Active grammar box with the underlined words.

Active grammar

Subject pronouns	Possessive adjectives
<i>I</i>	_____
<i>you</i>	<i>your</i>
<i>he</i>	_____
<i>she</i>	_____
<i>we</i>	<i>our</i>
<i>you</i>	<i>your</i>
<i>they</i>	_____

see Reference page 17

9 Complete the sentences with possessive adjectives.

Clare is our sister. (we)

1 _____ teacher is English. (I)

2 Mr and Mrs Schegel are _____ parents. (they)

3 What is _____ homework? (we)

4 A: Are _____ grandparents from Madrid? (you)

B: Yes, they are.

5 A: Are _____ sisters married? (she)

B: No, they're single.

6 A: Is _____ boyfriend American? (you)

B: No, he's Australian.

7 A: Is Tomas _____ brother? (he)

B: Yes, he is.

Grammar | to be: questions

10 a Look at dialogues 4–7 in exercise 9 again. Complete the Active grammar box with *is* or *are*.

Active grammar

_____	<i>he</i> <i>she</i> <i>it</i>	American?	Yes,	<i>he</i> <i>she</i> <i>it</i>	_____ .
_____	<i>we</i> <i>you</i> <i>they</i>	American?	Yes,	<i>we</i> <i>you</i> <i>they</i>	_____ .
How old	am	I?			
Where/What/	is	he/she/it?			
Who	are	we/you/they?			

see Reference page 17

b Complete the questions and answers with *she*, *he*, *my*, *your*, *is* or *are*.

Mike: She's nice. Is she your mother?

Heather: No, (1) _____'s my sister-in-law, Ben's wife.

Mike: She's young! How old (2) _____ she?

Heather: Well, she (3) _____ 33.

Mike: And this man, is (4) _____ your uncle?

Heather: No, he's (5) _____ grandpa, Jack.

Mike: Where (6) _____ he from?

Heather: He (7) _____ from southern Ontario.

Mike: The girls are nice. Are they (8) _____ sisters?

Heather: No. They (9) _____ my nieces.

Speaking

11 Write the names of five people in your family. Show them to your partner. Ask and answer.

A: *Who's Elena?*

B: *She's my aunt.*

A: *Is she your mother's sister?*

B: *No, she's my father's sister.*

1.3 Working for a living

Grammar *a/an; to be: negative*

Can do talk about jobs

Vocabulary | jobs

1 Match the jobs with the photos.

- an actor an architect a chef
 a computer programmer a dentist
 a doctor an engineer a farmer
 a lawyer A a sea captain
 a shop assistant a TV producer



2 a Listen to Mike and Helen. Which jobs do you hear?

b Listen again and complete the sentences.

- 1 Mike's *sister* is in marketing; she's a *marketing director*.
- 2 His _____ is a TV producer.
- 3 His sister-in-law is a _____.
- 4 His _____ is a farmer.
- 5 Helen's brother is a _____.
- 6 Her other _____ is an engineer.
- 7 Her sister is in _____; she's a _____.
- 8 Her _____ is a sea captain.



3 a Read the text. How many people in Cheryl's family work?

“My name's Cheryl Rowland. I'm a doctor. I'm not a hospital doctor – I work with three other doctors in one office. My husband, Jeremy, is an architect but he isn't happy with his job now – he thinks it's boring. Our two sons are Liam and Ross; they're actors but they aren't in work at the moment; they're unemployed. My father's a dentist. He's 60 years old but he isn't retired. My mother's 63. She isn't really in work because she's retired now, but she's a shop assistant one day a week in a bookshop.”

b Complete the sentences with the words in the box.

63 years old happy at work
 in a hospital in work retired
 unemployed

Cheryl's work isn't *in a hospital*.

- 1 Her husband isn't _____.
- 2 Her mother isn't in work because she's _____.
- 3 Her mother is _____.
- 4 Her sons are actors but they aren't _____.
- 5 Her sons haven't got jobs; they're _____.



Grammar | a/an

4 a Look at the jobs in exercise 1 again. Complete the Active grammar box with *a* or *an*.

Active grammar

We use _____ before vowel sounds (*a, e, etc.*).
He's _____ actor.

We use _____ before consonant sounds (*b, h, w, etc.*).
I'm _____ doctor.

see Reference page 17

b Write *a* or *an*.

- | | |
|------------------|----------------|
| <u>a</u> student | 4 _____ family |
| 1 _____ teacher | 5 _____ uncle |
| 2 _____ aunt | 6 _____ iPod |
| 3 _____ handbag | 7 _____ cousin |



Pronunciation | /ə/

- 5 a** 1.16 Listen to the pronunciation of *a* and *an*. Repeat the words.
- b** 1.17 Listen and repeat the jobs in exercise 1.

see Pronunciation bank page 80

Listening

- 6** 1.18 Listen to four people at work. Talk about the jobs with your partner.
- A: *I think 1 is a dentist.*
- B: *No, I think she's a doctor.*

Grammar | *to be*: negative

- 7** Read about Cheryl in exercise 3a again and complete the Active grammar box.

Active grammar

<i>I</i> _____ <i>not</i>	<i>We</i> <i>aren't</i>
<i>He</i> _____	<i>You</i> <i>aren't</i>
<i>She</i> _____	<i>They</i> _____

see Reference page 17

- 8** Complete the sentences with the correct negative form of *to be*.

We aren't from the United States.

- My sister _____ in work at the moment.
- I _____ an assistant, I'm the director!
- My cousins are twenty but they _____ at work.
- Uncle John is old now but he _____ retired.
- You _____ a teacher here. Are you a student?
- I _____ unemployed; I'm retired.
- I _____ a doctor, I'm a dentist!
- A: I think they're architects.
B: No, they _____ architects, they're engineers.

Speaking

- 9 a** Guess other students' jobs. Use a dictionary.

A: *Are you a taxi driver?* B: *No, I'm not a taxi driver.*

A: *Are you a ... ?* B: *Yes, I am./No, I'm not a ...*

- b** Ask and answer questions about your partner's family or friends.

best friend brother father mother sister uncle

A: *What's your brother's job?* B: *He's an engineer.*

A: *Is your father a director?* B: *No, he isn't. He's a dentist.*

1 Communication

Can do start and finish a basic conversation



1 a 1.19 Listen to six conversations and tick (✓) the expressions you hear.

- Excuse me ... See you later. Bye.
 Hello. Hi. Good evening.
 Good morning. Good night.
 See you tomorrow. Goodbye.
 See you soon.

b Listen again. Complete the How to... box.

How to... start and finish a basic conversation

Start : Hello.

.....

Finish

.....

2 a Match the questions with the answers.

- 1 Are you Czech? c
 2 What's your job?
 3 Are you single?
 4 Where are you from?
 5 What's your name?

- a No, I'm not. I'm married.
 b It's Dariusz.
 c No, I'm not. I'm Italian.
 d I'm from Łódź, in Poland.
 e I'm a student.

b Write the answers to questions 1–5. Write about you.

3 a Complete the conversations with the expressions in the box.

Excuse me, are you Krystof?
 Hello Maria, I'm Clara. I'm a teacher.
 I'm from Alicante. Yes, I am. I'm from Warsaw.

- 1
Maria: Hello, I'm Maria.
Clara: Hello Maria, I'm Clara.
Maria: Pleased to meet you. Where are you from?
Clara: _____
Maria: Oh! Do you work there?
Clara: No, I'm a student.

- 2
Jordi: _____
Krystof: Yes, I am. What's your name?
Jordi: My name's Jordi. Are you Polish?
Krystof: _____
Jordi: What do you do?
Krystof: _____

b 1.20 Listen and check your answers.

4 Practise the conversations with a partner.

5 a Talk to other students. Find ...

- 1 a married student.
- 2 a student with two languages.
- 3 a student with the letter 'Y' in his/her name.
- 4 a student with a university degree.
- 5 a student from a different city.

b Tell the class your results.

Maria is married. She's a housewife.

1 Reference

Subject pronouns, possessive adjectives and possessive 's

There are eight subject pronouns in English. We use subject pronouns before verbs.

There are also eight possessive adjectives. We use possessive adjectives before nouns.

Subject pronouns	: I : you : he : she : it : we : you : they	+ verb	Possessive adjectives	: my : your : his : her : its : our : your : their	+ noun
------------------	--	--------	-----------------------	---	--------

Possessive adjectives and noun + 's have the meaning *belongs to* (for things). With people they show relationships.

This is John's phone. This is his phone.

Kim is Steve's wife. Kim is his wife.

Verb to be

+	I	am ('m)	German./ from Germany.		
	You	are ('re)			
	He/She/It	is ('s)			
	We/You/They	are ('re)			
-	I	'm not	Italian./ from Italy.		
	You	aren't			
	He/She/It	isn't			
	We/You/They	aren't			
?	Am I	American?	Yes, (No.)	I	am. ('m not.)
	Are you			you	are. (aren't.)
	Is he/she/it			he/she/it	is. (isn't.)
	Are we/you/they			we/you/they	are. (aren't.)

In informal English we usually use the contracted forms:

'm = am, 's = is, 're = are, isn't = is not, aren't = are not

I am British. = I'm British.

He is Brazilian. = He's Brazilian.

I'm not Italian. He/She/It isn't Italian. We/You/They aren't Italian.

We don't use contracted forms in questions and short positive answers.

A: *Are you Russian?*

B: *Yes, I am.*

Wh- questions

We form *wh-* questions with a question word.

Who asks about a person.

What asks about a thing.

Where asks about a place.

How old asks about age.

Question word + *am/is/are* + subject pronoun.

How old is she?

Where are you from?

a/an

We use *a/an* to introduce singular nouns.

a teacher, a doctor, a car, an iPod, an address

We don't use *a/an* with adjectives.

She's unemployed.

a	before consonant sounds: <i>a burger, a handbag</i>
an	before vowel sounds: <i>an engineer, an uncle</i>

Key vocabulary

Family words

Male Female

father mother

husband wife

son daughter

brother sister

uncle aunt

nephew niece

grandfather grandmother

stepbrother sister-in-law

Male or female

children cousins grandparents parents

Jobs and work

actor architect chef

computer programmer dentist director

doctor engineer farmer lawyer

sea captain shop assistant student

teacher TV producer

retired

unemployed



Listen to these words.

ACTIVE BOOK



see Writing bank page 73

1 Review and practice

1 Choose the correct word in *italics*.

Excuse me. Is this *my/your* bag?

- John is twelve and *his/her* sister is fourteen.
- This is Mariana. She's *my/her* wife's best friend.
- Mr and Mrs Silva are teachers and *they/their* children are students.
- We are German. *Our/Their* parents are from Frankfurt.
- Jennifer Lopez is American but *her/their* parents are from Puerto Rico.
- My sister is married. *His/Her* husband is forty-three.
- I am from Rio de Janeiro but *my/our* boyfriend is from El Salvador.
- Tessa is married. *Her's/Tessa's* husband is Canadian.
- Martin Sheen is a film star. Emilio Estevez and Charlie Sheen are *his/their* sons.

2 Make sentences.

Pilar and Esteban/Spain

Pilar and Esteban are from Spain. They are Spanish.

- Elizabeth/the United States
- Ivan and Katia/Russia
- I/France
- You/England
- Pavlos/Greece
- His camera/Japan
- I/Poland

3 Complete the questions and answers. Use information from exercise 2.

- A: (1) *Is* Elizabeth British?
 B: No, she (2) *isn't*. She's (3) *American*.
 A: (4) _____ Katia and Ivan from Mexico?
 B: No, they (5) _____. They (6) _____ from (7) _____.
 A: (8) _____ Pavlos (9) _____ Greece?
 B: Yes, he (10) _____.
 A: (11) _____ his camera German?
 B: (12) _____, it (13) _____. It's Japanese.

4 Write about you. Correct the false sentences.

I'm an English student.

That's right.

I'm from the United States.

No, I'm not from the United States. I'm from ...

- I'm seventeen years old.
- My parents are doctors.
- My best friend is a student.
- Our teacher is British.
- My mobile phone is German.
- My brother/sister is married.

5 Complete the conversation with questions.

A: *Hi, what's your name?*

B: My name's Andreas Schmidt.

A: (1) _____

B: I'm from Germany.

A: (2) _____

B: I'm twenty-three.

A: (3) _____

B: I'm an engineer. ... This is David and Gina.

A: (4) _____

B: No, they're not my brother and sister. They're my cousins.

A: (5) _____

B: No, they aren't. They're British. My aunt is married to a British man.

6 Write *a* or *an*.

an American doctor

1 _____ email address

2 _____ Australian actor

3 _____ first name

4 _____ Polish student

5 _____ Japanese television

6 _____ Brazilian taxi

7 _____ Italian car

8 _____ English book

7 Find the jobs and family words in the word chains, and write them in the table.

teacher retired dentist television producer
 grandparents niece engineer
 cousin shop assistant

Jobs	Family
<i>teacher</i>	

8 Complete the sentences with family or job words.

- Your nephew is your brother or sister's _____.
- Your mother's sister is your _____.
- Tom Cruise is an _____.
- Your mother-in-law is your husband's or _____ mother.
- My 19-year-old cousin is a _____ at Oxford University.

Routines

2



A



B



C



D

Lead-in

1 a Which activities can you see in the photos?

get home get up go to work go to bed leave home
have breakfast have dinner have lunch leave work

b Match the activities in exercise 1a with the parts of the day.



1 in the morning *get up ...*



2 in the afternoon



3 in the evening



4 at night

2 a 1.21 Listen and complete the times. Then match the times with the clocks.

What time is it?

- 1 It's six o'clock.
- 2 It's ten past ____.
- 3 It's quarter past ____.
- 4 It's twenty past ____.
- 5 It's half past ____.
- 6 It's twenty-five to ____.
- 7 It's quarter to ____.
- 8 It's five to ____.



b 1.22 Listen and match the speakers with the photos.

Speaker 1 = photo ____ Speaker 3 = photo ____
Speaker 2 = photo ____ Speaker 4 = photo ____

2.1 Fun Club

Grammar Present Simple: I/you/we

Can do describe what you do every day

Reading

1 a Look at the photo of Penny. What is her job?

b Match the labels with the photos A–D.

holiday rep and client entertainment
 nightclub games at the swimming pool

2 a Read the text and put Penny's activities in the correct order, 1–8.

Have lunch Take clients to a restaurant
 Get home Organise games at the pool
 Get up Tell clients about parties
 Go to a nightclub Go to the hotels

b Underline the times for each activity and use the information to complete the chart for Penny.

	Penny	You
1	<u>10 o'clock – get up</u>	
2	_____	
3	_____	
4	_____	
5	_____	
6	_____	
7	_____	
8	_____	
9	_____	

3 Work in pairs. Is this kind of holiday fun? Is Penny's job interesting?



Just An Ordinary Day

Penny Hengrove works as a holiday rep for Fun Club holidays. She tells Lucy Brompton about her typical day.

P: I get up at about ten o'clock and go to the hotels at about eleven. I meet the clients at quarter past eleven and tell them about our parties, and I sell them tickets for excursions. I help them when they have problems. Then I have lunch at about two o'clock. But I don't eat lunch with the clients. I have lunch with the other reps.

L: And what do you do in the afternoon?

P: At half past three I go to the hotel pool and help the other reps with games. Fun Club holidays are for young people aged 18 to 30, so we organise competitions and games for them. It's great fun.

L: Do you play the games?

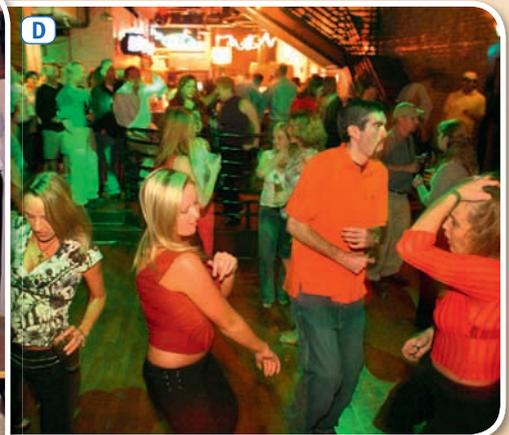
P: Oh no, I don't. They're only for the clients!

L: So, what do you do in the evening? Do you have dinner with the clients?

P: Yes, I do. I take them to a restaurant at quarter to eight and then to a nightclub at about half past ten. Sometimes we have special parties and entertainment.

L: When do you finish work?

P: Well, I leave the nightclub at about half past one in the morning. So I get home at about quarter to two. It's a busy life – but I have lots of fun!



Vocabulary | holidays

- 4 a Match the verbs with the nouns. Then check your answers with the text.

Verb	Noun
1 sell	a games
2 meet	b work
3 play	c clients
4 organise	d tickets
5 finish	e competitions

b We use the verb *have* with many different nouns. Look at the text and find five different words we use with *have*. Then complete the sentences.

We have parties on Saturday evenings – we sing and dance and eat lots of food.

- In Spain we _____ very late, around 10 p.m.
- Doctors can help you when you _____ with your health.
- I enjoy parties. I always _____!
- I _____ in the office at 12:30 – just a sandwich.

Grammar | Present Simple: I/you/we

- 5 Look at the text again and complete the Active grammar box.

Active grammar

+	: I meet the clients. : We _____ special parties.
-	: I _____ eat lunch with the clients.
Yes/No questions	: Do you have dinner with the clients? : _____ play the games? : Yes, I _____. : No, I _____.
Wh- questions	: What do you do in the afternoon? : When do _____ work?

see Reference page 27

- 6 Match the questions with the answers.

- Where do you work? c
 - What do you do at the school?
 - When do you have lunch?
 - Do you have lunch in a restaurant?
 - What do you do in the evening?
- a I watch TV.
b No, I don't.
c I work at a school.
d At half past one.
e I'm a teacher.

- 7 a Complete the interview and write the job at the end.

- A: When (1) do you get up?
B: At ten in the evening.
A: Do you work at night?
B: (2) _____, I do.
A: What (3) _____ you do in the afternoon?
B: (4) _____ sleep.
A: (5) _____ do you have dinner?
B: I (6) _____ dinner at about eleven in the morning.
A: Do (7) _____ work in an office?
B: No, I (8) _____.
A: Where (9) _____ you work?
B: I (10) _____ in a hospital.
A: So, what do you do?
B: I'm a _____.

b Listen and check your answers. Then practise the dialogue with a partner.

- 8 Complete the How to... box. Use the interview in exercise 7 for ideas.

How to... talk about your daily routine

Ask about routines	: <u>What</u> do you <u>do</u> in the morning/afternoon/evening?
Answer	: I sleep.
Ask about times	: (1) _____ do you go to work? : What time (2) _____ you _____ to work?
Answer	: (3) _____ 11:00 in the evening.
Ask about places	: (4) _____ do you work?
Answer	: I work (5) _____.

Speaking

- 9 a Complete the *You* column in the chart in exercise 2b. Write about your daily routine.

b Work in pairs. Ask your partner about their daily routine.

What do you do in the morning?

When do you go to work/school?

Do you work in an office?

c Is your daily routine on holiday the same or different? Ask and answer questions with your partner.

2.2 A very special job

Grammar Present Simple: *he/she/it/they*

Can do describe other people's routines

Reading

1 a Look at the people in the photos. What are their jobs?

b Read the texts quickly and check your answers.

c Match A–F on the photos with the underlined words in the texts.

A wax model C _____ E _____
 B _____ D _____ F _____

2 Write Jo, John or Jeanette.

This person ...

- works under water. *Jeanette* 3 starts work before eight o'clock.
 1 works in a museum. 4 listens to other people.
 2 thinks a lot at work. 5 is very careful at work.

Vocabulary | verbs

3 Look at the verbs in **red** in the text. Then choose the correct verbs in *italics* in these sentences.

Jeanette cleans the tank and another diver waits / *washes* for her.

- John *works* / *invents* at a theme park.
- The people at the park *walk* / *talk* about the rides.
- The people at the park *have* / *like* fun on the rides.
- My brother *watches* / *washes* TV in the evening.
- Every week Rob washes his car then he *cleans* / *dries* it.
- My friend Sue *goes* / *leaves* to work at 6:00 in the morning.
- Mary's mother *washes* / *cleans* the house every weekend.
- Our teacher *works* / *checks* our homework every morning.

Grammar | Present Simple: *he/she/it/they*

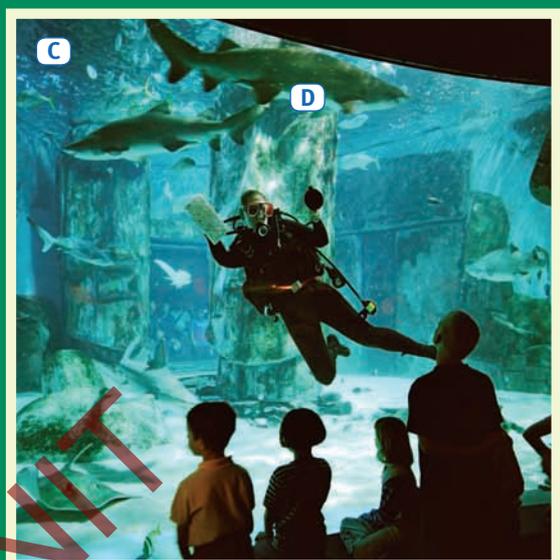
4 Look at the verbs in the text again and complete the Active grammar box.

Active grammar

+		-	
<i>he/she/it</i>	<i>they</i>	<i>he/she/it</i>	<i>they</i>
<i>goes</i>	<i>go</i>	<i>doesn't go</i>	<i>don't go</i>
_____	_____	<i>doesn't have</i>	<i>don't have</i>
_____	<i>invent</i>	_____	<i>don't invent</i>
<i>leaves</i>	<i>leave</i>	<i>doesn't leave</i>	_____
<i>talks</i>	_____	<i>doesn't talk</i>	<i>don't talk</i>
_____	_____	<i>doesn't watch</i>	<i>don't watch</i>
_____	<i>work</i>	_____	<i>don't work</i>

see Reference page 27

Jo Kinsey has an interesting job. She's a hairdresser – but a very special hairdresser. Jo **doesn't work** at a hairdresser's; she works at Madame Tussaud's – the wax model museum. She **goes** to work at 7:30. In the morning she **checks** the models for dirty hair and in the afternoon she **washes** and **dries** their hair.



Jeanette Ewart is a cleaner, but in a very dangerous place. She **cleans** the shark tank in the zoo in her city. She swims under the water and cleans the tank. She also feeds the sharks three days a week. The sharks **don't leave** the tank, so Jeanette's very careful, but another diver **waits** by the tank and **watches** her. The visitors at the zoo **watch** her, too.



John Wardley is an inventor, but he **doesn't invent** boring kitchen equipment. He invents exciting rides for his theme park. He **walks** through the theme park and he listens to people when they **talk** about a ride. He wants to find out when they **have** fun on the rides. Then he **invents** new rides, and the engineers make them. John **likes** his work – his theme park is the best place to work!



- 5 a** Complete the sentences with the correct form of a verb from the box.

clean go have leave like play talk
wash watch

My mother cleans our house.

- The teacher _____ in English in class.
- Jake _____ his hair every morning.
- Matt _____ his new job – it's very interesting.
- Tracy _____ to work at 9:00 in the morning.
- My brother _____ football on TV every evening.
- Patrick _____ games on the computer at work.
- Some engineers _____ dangerous jobs.
- The shop assistants _____ work late.

b Change the sentences to make them negative.

My mother doesn't clean our house.

Pronunciation | Present Simple -s endings

- 6 a** 1.24 Listen to three verbs. Do the endings sound the same? Listen again and repeat.

b 1.25 Listen and write the verbs in the table. Then repeat them.

/s/ walks	/z/ listens	/ɪz/ organises

c 1.26 Now listen to sentences 1–6 in exercise 5a. Repeat the sentences.

see *Pronunciation bank page 80*

Grammar | Present Simple: questions

- 7 a** Complete the dialogue.
- A: Does Jeanette like her work?
 B: Yes, she does. She loves it.
 A: _____ she clean the shark tank?
 B: Yes, she _____, and she _____ the sharks.
 A: _____ the sharks eat every day?
 B: No, they _____. They eat three times a week.
 A: So ... _____ Jeanette work every day?
 B: No, she _____. She _____ five days a week.
- b** 1.27 Listen and check your answers.

- 8** Choose the correct words to complete the questions in the Active grammar box.

Active grammar

- 'Does/Do the sharks eat/eats every day?' 'No, they do/don't.'
- 'Does/Do Jeanette clean/cleans the tank every day?' 'No, she doesn't/don't.'
- 'Does/Do Jeanette like/likes her work?' 'Yes, she doesn't/does.'

see *Reference page 27*

- 9 a** Complete the questions with the verbs in brackets.

Does Jo work every day? (work)

- _____ John _____ his work? (like)
- _____ your parents _____ DVDs? (watch)
- _____ John _____ computer games? (invent)
- _____ I _____ in my sleep? (talk)
- _____ Anna _____ children? (have)

b Change the questions in exercise 9a. Ask and answer with a partner.

A: *Do you work every day?*

B: *Yes, I do./No, I don't.*

c Now ask and answer the questions about your family and friends.

Speaking

- 10** Doug Hitchens has a dangerous job – he cleans the windows on tall buildings. Talk about his daily routine.

Student A: look at page 69.

Student B: look at page 70.



2.3 Hell's Kitchen, NYC

Grammar noun plurals; *this, that, these, those*

Can do talk about everyday objects

Listening

1 a Tick (✓) the correct answer for you.

	Every day	Once a week	Once a month	Never
1 go shopping in supermarkets				
2 use local shops				
3 go to markets				

b In pairs, compare your answers.

A: *Do you go shopping in supermarkets?*

B: *Yes, every day.*



Grammar | noun plurals

3 a Match the numbers with the things in the picture.

- bags books cameras diaries
 DVD players laptops mobile phones
 MP3 players scarves shoes watches

b Listen and tick (✓) the things you hear.

4 Look at the plurals of the nouns in exercise 3a, then complete the rules in the Active grammar box.

Active grammar

We add *-s* to most nouns to make them plural.

We add ___ when the noun ends in *-ch*, *-s*, *-sh* or *-x*, e.g. *watch* → ___

We add ___ when the noun ends in *-y* (but take away the *-y*), e.g. *diary* → ___

When the noun ends in ___, we change it to *-v* in the plural, e.g. *scarf* → ___

see Reference page 27

5 Look at the Lifelong learning box. Read the tip and complete the exercise.

Irregular plurals

! Use a dictionary to find irregular plurals:

person /'pɜːsən/ noun, plural *people* /'piːpəl/

Find the plurals of these nouns. Use a dictionary.

address bus child class dictionary
 family man niece wife woman

Lifelong learning



Jodie and Karl,
fleamarket stallholders

2 a 1.28 Listen. What is a flea market?

b Listen again and choose the correct words.

- Hell's Kitchen flea market is in the *UK/US*.
- It's open *every day/two days a week*.
- Jodie sells *clothes and shoes/cameras and phones*.
- Jodie and Karl *like/don't like* the flea market.

c Do you go to flea markets? What kind of things do you buy in them?

Vocabulary | adjectives (1): colour, opinion

6 a Circle eight colours, then find the colours in the picture in exercise 3a.

bad big black blue brown good
 green grey horrible modern nice
 old old-fashioned pretty red small
 ugly useful useless white yellow
 young

b Now put the other adjectives into pairs of opposites. *bad – good*

Grammar | *this, that, these, those*

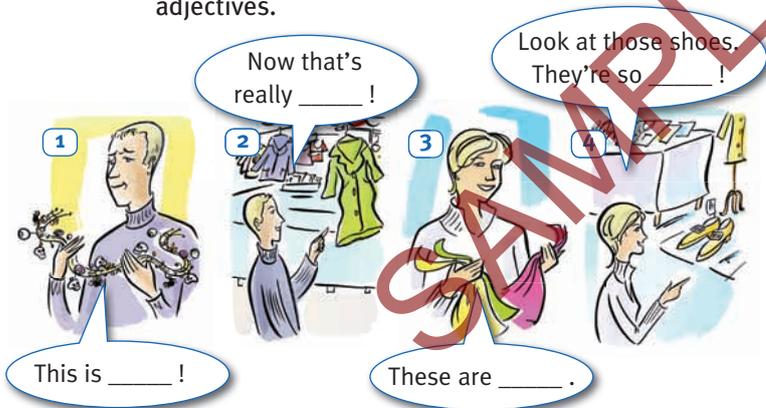
7 a **1.30** Listen to Jodie and Karl. What things do they look at on Jane's stall?

b Listen again. Which adjectives from exercise 6a do you hear?

c Do Jodie and Karl like ...

- 1 the belt? 4 the shoes?
- 2 the coat? 5 the bag?
- 3 the scarves?

8 a Listen again and complete the sentences with adjectives.



b Complete the Active grammar box with *this, that, these* and *those*.

Active grammar

	near	far
singular	_____	_____
plural	_____	_____

see Reference page 27

c Correct the underlined words in the sentences.

- These is a car. *This is a car.*
- 1 What colour is those?
 - 2 These is very beautiful.
 - 3 Are that your house?
 - 4 These isn't very old.

Pronunciation | /ɪ/ and /i:/

9 a **1.31** Listen to the vowel sounds. Repeat.
 /ɪ/ this /i:/ these

b **1.32** Listen and write the words in the table. Then listen again and repeat.

big clean green listen niece read
 sister swim teacher think

/ɪ/ this	/i:/ these

see Pronunciation bank page 79

Speaking

10 Describe the photos and talk about them. Use the adjectives in exercise 6a.

- A: *I think that dog's old.*
- B: *Yes, and these are young.*
- A: *They're very pretty. Do you like cats?*



2 Communication

Can do talk about what you do on holiday



1 Match the photos with the captions.

- 1 In the city
- 2 In the mountains
- 3 At the beach

2 a 1.33 Listen and match the speakers with the photos.

Matt = photo _____
 Wendy = photo _____
 Gareth = photo _____

b Listen again. Which speaker(s) takes these things on holiday?

- 1 presents _____
- 2 a camera _____
- 3 sunscreen _____
- 4 a guidebook _____
- 5 games and books _____

c Which speaker(s) does these things on holiday?

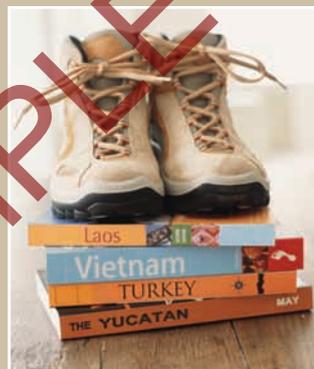
- 1 go skiing _____
- 2 look at the sights _____
- 3 go to the beach _____
- 4 play games _____
- 5 read books _____

3 Look at the words in the box. Are they for a beach holiday, a city break, a holiday in the mountains, or all?

camera go sightseeing
 go skiing guidebook magazine
 museum passport suitcase
 sunbathe sunscreen

4 a Complete the questionnaire with words from the box.

do (x2) go time what when where who you



What do you usually do on holiday?

- 1 *Where* do you go on holiday?
- 2 _____ do you go with?
- 3 Where do _____ stay?
- 4 What _____ you take with you?
- 5 _____ do you get up on holiday?
- 6 What do you _____ in the day?
- 7 _____ do you do in the evening?
- 8 What _____ do you _____ to bed?

b Match the questions with these answers.

- a My camera and a good book. 4
- b To the beach.
- c At about ten in the morning.
- d Go on excursions or swim.
- e At about half past eleven.
- f Go to a nightclub or restaurant.
- g My friends.
- h In a hotel.

5 a Work in pairs. Ask and answer the questions in exercise 4a and write the answers.

A: *Where do you go on holiday?*

B: *I go to my sister's house.*

b Tell the class about your partner's holiday routines.

Stefano goes to his sister's house in the city. He takes the bus. He goes with his wife ...

Present Simple

Positive and negative

	+	-
I		
We	work	don't (do not) work
You		
They		
He	works	doesn't (does not) work
She		
It		

I **work** in an office.

She **doesn't work** every day.

We use the Present Simple for daily routines and activities. With *I, we, you* and *they* the Present Simple positive form is the same as the infinitive. With *he, she* and *it* we add *-s* to the infinitive, but note these exceptions:

verbs ending -ch, -s, -sh, -x and -o	add -es	watch → watches go → goes
verbs ending consonant + -y	remove -y and add -ies	carry → carries

Note: verbs ending with a vowel + -y are regular: *play* → *plays*

The third person of *have* → *has*

Questions

Do	I	work?
Where do	we	
	you	
	they	
Does	he	
When does	she	
	it	

In questions, don't add *-s* to the verb.

Note the short answers:

Yes, I/we/you/they **do**.
he/she/it **does**.

No, I/we/you/they **don't**.
he/she/it **doesn't**.

this, that, these, those

	Singular	Plural
near	<i>this</i>	<i>these</i>
far	<i>that</i>	<i>those</i>



What's **this**?



Do you like **these** shoes?



Look at **that** car!



Those bags are horrible.

Noun plurals

We add *-s* to nouns to make the regular noun plural:

book → *books*, *picture* → *pictures*

There are some special spelling rules:

nouns ending -ch, -s, -sh, -x	add -es	watch → watches address → addresses
most nouns ending -f	remove -f and add -ves	scarf → scarves knife → knives
nouns ending consonant + -y	remove -y and add -ies	diary → diaries city → cities

Note: nouns ending with a vowel + -y are regular: *day* → *days*

Some plural nouns are completely irregular: *child* → *children*

Key vocabulary

Personal possessions

bag belt book clothes coat diary digital camera
DVD player laptop computer magazine mobile phone
MP3 player scarf shoe watch

Basic verbs/verb phrases

Routines:

get up wash have breakfast eat leave home
go to work/school start work work have lunch finish work
get home have dinner watch (TV) go to bed sleep

Note these phrases:

have breakfast/lunch/dinner/fun/problems/parties
go to bed/a nightclub/a restaurant/school/work BUT go home

Other verbs:

check clean dry feed help invent like make meet
organise play sell swim talk wait walk



ACTIVE BOOK

Listen to these words.



see Writing bank page 74

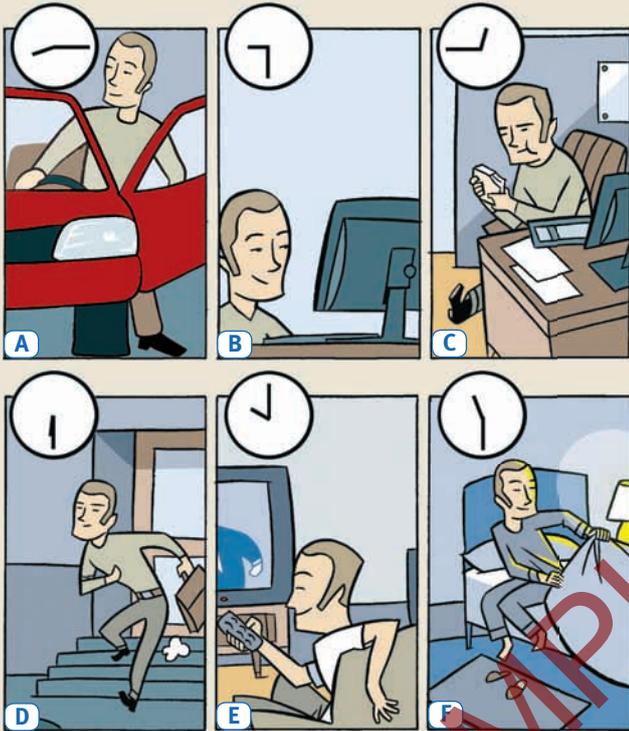
2 Review and practice

1 Look at the pictures and write sentences about Alvaro's day. Use the verbs and phrases in the boxes.

drive eat finish go read watch

a sandwich his emails television to bed
to-work work

A He drives to work at quarter past eight.



2 Complete the sentences with the correct form of the verbs in brackets.

She **finishes** work at five o'clock. (finish)

- They _____ at ten o'clock on Sundays. (get up)
- He _____ a good job. (have)
- I _____ to English classes in the evening. (go)
- She _____ the house in the morning. (clean)
- We _____ football on Saturday afternoons. (play)

3 Now make the sentences in exercise 2 negative.
She doesn't finish work at five o'clock.

4 Put the words in the correct order to make questions.

to you work When go do ?

When do you go to work?

- she afternoon What does do in the ?
- have Where does lunch he ?
- work in Do an you office ?
- does finish he When work ?
- What in you evening do do the ?

5 Find five incorrect plural nouns and correct them.

- | | | | | | |
|---------|----------|----------------|---|---------|-------|
| lunchs | X | <u>lunches</u> | 4 | rides | _____ |
| clients | ✓ | _____ | 5 | watches | _____ |
| 1 | holidays | _____ | 6 | sharkes | _____ |
| 2 | hotels | _____ | 7 | zoos | _____ |
| 3 | partys | _____ | 8 | scarfs | _____ |

6 Complete the questions, then answer the questions using an adjective from the box.

horrible modern old ~~old-fashioned~~ pretty



'What's *this*?'
'It's a phone. It's old-fashioned!'



'What are _____?'
'They're _____. They're _____!'



'What's _____?'
'It's a _____. It's _____.'



'_____?'
'_____.'
'_____.'



'_____?'
'_____.'
'_____.'

7 a Look at the 'personal possessions' vocabulary on page 27. Copy the table and write the objects.

Personal/Clothes	House/Home	Equipment
<i>diary</i>	<i>book</i>	<i>DVD player</i>

b Look at the 'routines' vocabulary on page 27. Write eight of the verbs in the order you do them during the day.

- 1 *get up* 2 *wash* 3 *have breakfast*

Pronunciation bank

English phonemes

Consonants

p	b	t	d	k	g	tʃ	dʒ
park	bath	tie	die	cat	give	church	judge
f	v	θ	ð	s	z	ʃ	ʒ
few	visit	throw	they	sell	zoo	fresh	measure
h	m	n	ŋ	l	r	j	w
hot	mine	not	sing	lot	road	yellow	warm

Vowels and diphthongs

i:	ɪ	e	æ	ɑ:	ɒ	ɔ:	ʊ	u:	ʌ
feet	fit	bed	bad	bath	bottle	bought	book	boot	but
ɜ:	ə	eɪ	əʊ	aɪ	aʊ	ɔɪ	ɪə	eə	ʊə
bird	brother	grey	gold	by	brown	boy	here	hair	tour

Sound-spelling correspondences

Sound	Spelling	Examples
/ɪ/	i y ui e	this listen gym typical build guitar pretty
/i:/	ee ie ea e ey ei i	green sleep niece believe read teacher these complete key money receipt receive police
/æ/	a	can man pasta land
/ɑ:/	a ar al au ea	can't dance* scarf bargain half aunt laugh heart
/ʌ/	u o ou	fun sunny husband some mother month cousin double young
/ɒ/	o a	hot pocket top watch what want

Sound	Spelling	Examples
/ɔ:/	or ou au al aw ar oo	short sport store your course bought daughter taught bald small always draw jigsaw warm floor indoor
/aɪ/	i y ie igh ei ey uy	like time island dry shy cycle fries die tie light high right height eyes buy
/eɪ/	a ai ay ey ei ea	lake hate wait train straight play say stay they grey obey eight weight break
/əʊ/	o ow oa ol	home phone open show throw own coat road coast cold told

* In American English the sound in words like *can't* and *dance* is the shorter /æ/ sound, like *can* and *man*.

Weak forms

Word	Strong form	Weak form	Examples of weak forms in sentences
a, an	/ə/, /æn/	/ə/, /ən/	I've got a new car. Did you bring an umbrella?
at	/æt/	/ət/	Let's meet at six o'clock.
and	/ænd/	/ən/	I'd like a burger and fries.
are	/ɑ:/	/ə/ (or /ər/ before vowels)	What are your phone numbers?
been	/bi:n/	/bɪn/	I've been to San Francisco.
can	/kæn/	/kən/	She can sing very well.
do	/du:/	/də/	Do you like skiing?
does	/dʌz/	/dəz/	Does she work hard?
has	/hæz/	/həz/, /əz/	Has he left? Where has she been?
have	/hæv/	/həv/, /əv/	Have you seen the film? What have you got?
than	/ðæn/	/ðən/	She's taller than Juan.
them	/ðem/	/ðəm/	Let's take them to the cinema.
to	/tu:/	/tə/ (before consonants)	I want to go home now.
was	/wɒz/	/wəz/	He was an architect.

Word endings

-s endings: Present Simple/noun plurals (Lessons 2.2, 2.3)

- after /p/, /t/, /k/, /f/ and /θ/, add /s/
help → *helps*, *wait* → *waits*, *talk* → *talks*, *laugh* → *laughs*, *book* → *books*, *laptop* → *laptops*, *bath* → *baths*
- after vowel sounds and /b/, /d/, /g/, /v/, /l/, /m/, /n/, /ŋ/ and /ð/, add /z/
dry → *dries*, *go* → *goes*, *enjoy* → *enjoys*, *rob* → *robs*, *read* → *reads*, *bag* → *bags*, *love* → *loves*, *feel* → *feels*, *swim* → *swims*, *clean* → *cleans*, *sing* → *sings*, *breathe* → *breathes*
- after /s/, /z/, /ʃ/, /tʃ/ and /dʒ/, add /ɪz/
miss → *misses*, *organise* → *organises*, *wash* → *washes*, *watch* → *watches*, *judge* → *judges*

Past Simple endings (Lesson 6.1)

- after /p/, /k/, /f/, /s/, /tʃ/, /ʃ/ and /θ/, say /t/
help → *helped*, *talk* → *talked*, *laugh* → *laughed*, *miss* → *missed*, *watch* → *watched*, *wash* → *washed*
 - after vowel sounds and /b/, /g/, /v/, /z/, /dʒ/, /l/, /m/, /n/, /ŋ/ and /ð/, say /d/
dry → *dried*, *enjoy* → *enjoyed*, *play* → *played*, *rob* → *robbed*, *jog* → *jogged*, *organise* → *organised*, *judge* → *judged*, *love* → *loved*, *kill* → *killed*, *dream* → *dreamed**, *clean* → *cleaned*, *bang* → *banged*, *breathe* → *breathed*
- * Some verbs which end in /m/, /n/ or /l/ can form the past with -ed or -t: *dreamed/dreamt*, *learned/learnt*, *spelled/spelt*
- after /t/ and /d/, say /ɪd/
wait → *waited*, *add* → *added*

Weak forms

a/an (Lesson 1.3)

We usually use the weak vowel /ə/ in *a* and *an*:
He's a doctor. It's an answering machine.

can/can't (Lesson 3.2)

We can say *can* in two ways. We usually use the weak form /kən/ in statements and questions:
I can swim. Can you swim?

We use the strong form /kæn/ in short answers:
Yes, I can.

We always use the strong form of *can't* /kɑ:nt/ in statements, questions and short answers:
I can't swim. Can't you swim? No, I can't.

Comparatives (Lesson 9.1)

In comparative sentences the -er ending is always weak:
It's colder here.

We usually say *than* with the weak vowel /ə/ too:
She's slimmer than me.

been (Lesson 10.2)

In Present Perfect sentences we pronounce *been* as /bɪn/:
Have you been to Australia?

going to (Lesson 12.1)

With *going to* we always use the weak vowel /ə/ in *to*:
We're going to take the train.

Stress

Main stress (Lessons 1.1, 3.3, 5.3)

When we say a word with more than one syllable, we stress one syllable more than the others. This syllable has the main stress:

mountain, *beautiful*, *apartment*, *information*.

You can check the main stress of a word in a dictionary. They often show it like this: 'maʊntɪn

Contrastive stress (Lesson 6.3)

Sometimes, we want to answer a question with information that is different from the information in the question, e.g.

Were you born in London?
No, I was born in Mumbai.

We always stress the different information.
No, I was born in Mumbai.

Sentence stress (Lessons 8.1, 12.1)

We stress one or two words more than other words in a sentence. We usually stress the words which have 'meaning', e.g. the nouns and verbs, and not the 'grammar' words, e.g. pronouns and articles:

She's dancing. They're talking. Are you listening?
She's going to get fit. We're going to learn French.

Intonation

Intonation of yes/no questions (Lesson 9.3)

Use a rising intonation (↗) in most questions we answer with *yes* or *no*.

Are you ready?

Is it expensive?

Do you like going to museums?

Intonation of wh- questions (Lesson 11.2)

Our voice often falls when we ask a *wh-* question. It falls on the main verb.

What are you doing here?

When did you arrive?

Can do describe a place

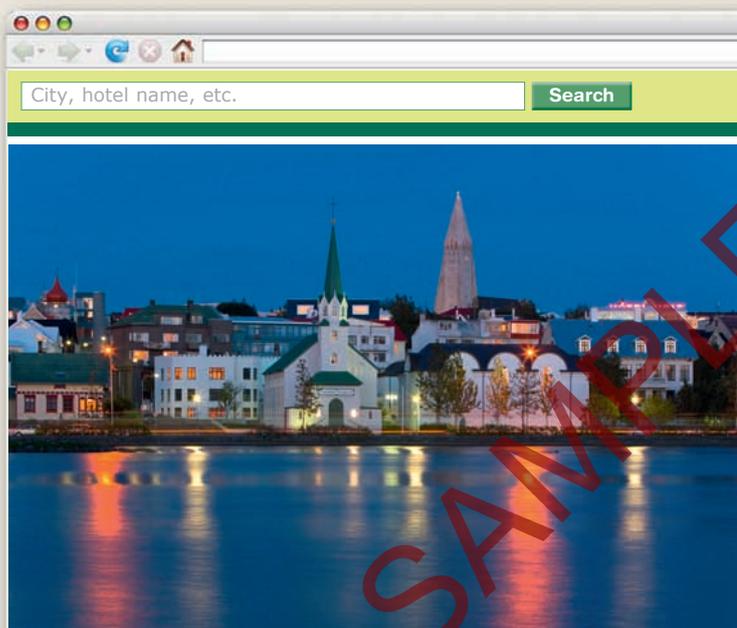
travelbuddy.co.uk

Home Hotels Flights Restaurants Holiday R

City, hotel name, etc. Search

Tell us about a place you visited recently.
Remember to answer these questions:

- Exactly when and where did you go?
- Where did you stay? (i.e. hotel, campsite)
- How much did your trip cost (approximately)?
- What did you like about the place?
- What didn't you like about the place?



Reykjavik, Iceland

Reviewer: Neil Strachan, Glasgow

My wife and I went to Reykjavik for a weekend last month. We chose Reykjavik because it only takes two hours from Glasgow. We arrived early on Friday morning so we had a full weekend there.

We stayed three nights in the city centre – and what a city! It's lively and fun, and it has a pretty lake in the centre. It's a small city so it's easy to walk around, but it is expensive. We took a trip in the countryside around Reykjavik and we loved that because everything is different from Scotland. The only problem is the weather – it's very cold, and it's dark most of the time because it's very far north. We'd like to go again in summer, when it's light.

1 Read the text. Does it answer all the *TravelBuddy* questions?

2 Read the text again and complete the chart.

Reykjavik	
Positive things	Negative things
<i>lively and fun</i>	

3 Look at the How to... box and complete the exercise.

How to... join sentences (3): *because, so*

We often join sentences with *because* or *so*. Underline *because* and *so* in the text and choose the correct option in the sentences below.

- 1 We use *because/so* to introduce a reason (why we do something).
- 2 We use *because/so* to introduce a result (what happens after we do something).

4 a Complete the sentences with *because* or *so*.

- 1 I had some bad fish at dinner _____ I was ill all last night.
- 2 I was ill all last night _____ I had some bad fish at dinner.

b Complete the sentences with *because* or *so* and your own ideas.

- 1 I left the English class ...
- 2 The coat was very expensive ...
- 3 Sam was late for work ...
- 4 Jan doesn't like Harry ...
- 5 The weather was awful ...

5 a Choose a city you know. Make notes to answer the questions.

- Where is it?
- When did you go there?
- Who did you go with?
- How did you get there?
- How long did you stay?
- What did you do there?
- Did you like it? (Why/Why not?)

b Check that your notes also include the points from the *TravelBuddy* advice.

c Now write a short text for *TravelBuddy* about a visit to the city.

Contents

UNIT	Can do	Grammar	
Do you know...? p 8			
1 Your life p 9–18	1.1 People and places	Say where people and things are from	<i>to be</i> : positive
	1.2 Family ties	Exchange information about your family	Possessive 's Possessive adjectives <i>to be</i> : questions
	1.3 Working for a living	Talk about jobs	<i>a/an</i> <i>to be</i> : negative
	Communication p 16 Writing bank p 73	Start and finish a basic conversation How to... start and finish a basic conversation Complete a form with personal information How to... use punctuation (1): capital letters	
2 Routines p 19–28	2.1 Fun Club	Describe what you do every day	Present Simple: <i>I/you/we</i>
	2.2 A very special job	Describe other people's routines	Present Simple: <i>he/she/it/they</i>
	2.3 Hell's Kitchen, NYC	Talk about everyday objects	Noun plurals <i>this, that, these, those</i>
	Communication p 26 Writing bank p 74	Talk about what you do on holiday Write about your routine How to... join sentences (1): <i>and, then, after that</i>	
3 Activities p 29–38	3.1 Lunchtime leisure	Talk about what you do in your free time	Adverbs of frequency
	3.2 Can you do it?	Talk about your abilities	<i>can/can't</i>
	3.3 Phone fun	Take and leave a simple phone message	
	Communication p 36 Writing bank p 75	Talk about other people's abilities Write a short message How to... use punctuation (2): full stops and question marks	
4 Food p 39–48	4.1 A world of food	Talk about quantities	Countable and uncountable nouns <i>much/many/a lot of</i>
	4.2 Trash tales	Talk about your diet and lifestyle	<i>a/an, some and any</i>
	4.3 Ready to order?	Order food in a restaurant	Object pronouns
	Communication p 46 Writing bank p 76	Ask people for things and give people things How to... go shopping at a market Describe yourself and other people How to... use pronouns (1)	
5 Home p 49–58	5.1 Dream homes	Talk about your home	<i>there is/there are</i>
	5.2 To have and have not	Talk about things you have	<i>have got</i>
	5.3 World class	Describe where you live	Modifiers (<i>very, quite, really</i>)
	Communication p 56 Writing bank p 77	Talk about things you need to furnish a home Start and end an informal email How to... join sentences (2): <i>and, but, or</i>	
6 City life p 59–68	6.1 Changes	Talk about the past	Past Simple of <i>to be</i> : all forms Past Simple of regular verbs: positive
	6.2 City breaks	Describe a visit to a city	Past Simple: irregular verbs
	6.3 New citizens	Talk about past events in your life	Past Simple: questions and negatives
	Communication p 66 Writing bank p 78	Understand a store guide and ask for what you want How to... shop in a department store Describe a place How to... join sentences (3): <i>because, so</i>	
Communication activities p 69–71		Writing bank p 73–78	Pronunciation bank p 79–80

Vocabulary	Speaking and Pronunciation	Listening and Reading
Countries and nationalities	Word stress	L Countries and nationalities
Families	Guessing game	L My family
Jobs	a/an: /ə/	L Jobs
Reference p 17, Review and Practice p 18		
Holidays	How to... talk about your daily routine	R Just an ordinary day
Verbs	Present Simple -s endings Information gap: routines	R Special jobs
Adjectives (1): colour, opinion	/ɪ/ and /i:/	L Hell's Kitchen
Reference p 27, Review and Practice p 28		
Activities	Activities questionnaire	L What people do in their lunch break R An online message board
Sports and games	can/can't	R Live the dream!
Numbers	Word stress How to... use the phone; take and leave a message	R Mobile Crazy! L Phone messages
Reference p 37, Review and Practice p 38		
Food		L and R Eating around the world
Containers Adjectives (2): feelings	/æ/ and /ʌ/ Diet quiz	L A television programme about rubbish
	How to... order food in a restaurant Roleplay: ordering a meal	L Ordering a meal in a restaurant
Reference p 47, Review and Practice p 48		
Homes Prepositions of place	Information gap: homes	R Unusual homes for sale L Asking for details about a house
Furniture and equipment	/æ/ and /ɒ/	L A call about insurance
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Reference p 57, Review and Practice p 58		
	Past Simple endings Information gap: buildings	L and R Changing buildings
Places in a city, shops		R City break reviews
Time expressions	Contrastive stress	L and R Modern cities
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